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ABSTRACT

Project STRETCH's (Strategies to Try out Resources to Enhance the Training of Camp directors serving the Handicapped) home study student guide for the basic camp director education course begins with a brief course overview, the desired outcomes of camp director education, instructions on phases I and II of home study, a student needs assessment form, a student vita form, a reading checklist, an individualized plan of study, and a list of suggested learning activities. The learning assignments consist of nine lessons outlined in terms of desired competency area, suggested readings, objectives, and discussion. Among the competencies listed are: knowledge of the characteristics and needs of the populations your camp serves; knowledge of the needs of special populations; knowledge of the role of the director; knowledge of the field of organized camping, philosophy, goals, and objectives; knowledge of program development; knowledge of organizational design; knowledge of staff development; knowledge of how to interpret the value of camping; and ability to develop a comprehensive evalution plan. A home study course and instructor evaluation form are included. An appendix contains supplementary reading materials. (BRR)

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Student Guide to Home Study:

Basic Camp Director Education Course

Ms. Teri Williams

Camp Administration Series

Sue Stein, Editor

Project STRETCH
The American Camping Association
Martinsville, Indiana

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Foreword

The Office of Special Education and Rehabilitative Services has for many years recognized the value of camping as an important aspect in the lives of handicapped youth and adults. Since 1971 when the former Bureau of Education for the Handicapped provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and adults in organized camping programs.

The material contained in this book and other volumes that make up the Camp Director Training Series are the result of a three-year project funded by the Division of Personnel Preparation. In funding this effort, it is our hope that the results of the project will help make camp directors and other persons more aware of the unique and special needs of disabled children and adults; and to provide information and resources to better insure that those needs are met.

The Office of Special Education and Rehabilitative Services is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

William Hillman, Jr., **Project Officer, 1979-1981**
Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services
Sept. 1981

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Preface

Emblazoned across the mantle of the fireplace at its National Headquarters are the words "Better Camping For All." Nothing more easily sums up the basic purpose of the American Camping Association (ACA) in its 75 years of existence than do these words. From its very beginning, the Association has been concerned about providing "better" camps. That concern has led to a continuing study and research for the most appropriate standards for health, safety, and better programming in the organized camp.

That concern for standards of performance in the operation of the summer camp led to an awareness of the necessity of an adequate preparation and continuing education of the camp director. Various short courses and training events were developed in local ACA Sections and at ACA national conventions. Many institutions of higher learning developed curriculum related to the administration of the organized camp.

By the late 1960s, the American Camping Association began the development of an organized plan of study for the camp director that would insure a common base of knowledge for its participants. Three types of camp director institutes were developed and experimented with in different parts of the country. In 1970, the Association adopted a formalized camp director institute which led to certification by the Association as a certified camp director. Continuing efforts were made to try to expand and improve upon the program.

After the first decade, it was recognized that the program must be greatly expanded if it were to reach camp directors in all parts of the country. Centralized institutes of a specified nature often prevented wide participation by camp directors. This led the Association to consider the importance of documenting a body of knowledge which needed to be encompassed in the basic education of any camp director and to explore methods by which that information could be best disseminated.

During the years 1976-78, the Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, funded a three-year project to determine the basic competencies required of a camp director who worked with the physically handicapped. Under the leadership of Dr. Dennis Vinton and Dr. Betsy Farley of the University of Kentucky, research was undertaken that led to the documentation of the basic components of such education. It was determined that 95 percent of the information required in education of a director of a camp for the physically handicapped was generic. Only 4 percent or 5 percent related specifically to the population served.

Meanwhile, the American Camping Association had begun to recognize that the word "all" in its motto is an obligation far beyond its extensive efforts over a number of decades to insure organized camping experiences for children of all racial, ethnic, and socio-economic backgrounds. Camps began to expand their services to a variety of special populations to encompass all age ranges and persons with a variety of physical and mental disabilities. The message soon reached the Association that any camp director education program must help all camp directors to understand and explore the needs of the new population the camps were serving. Chief among those new populations were the campers with physical and mental disablements.

In 1978, the Association approached the Office of Special Education, U.S. Department of Education, and requested funding for a project to expand its education program based on the materials developed by Project REACH, a research project funded by the Department of Education at the University of Kentucky; the intent was to include training for directors working with the handicapped and develop a plan for wider dissemination of camp director education opportunities.

A subsequent grant from the department resulted in Project STRETCH and three years of monitoring camp director education programs, revising and expanding the basic curriculum for such programs, and developing new materials for use in expanded programs.

As we near the end of Project STRETCH, the American Camping Association is pleased to find that the project has helped to greatly heighten the level of awareness of the handicapped and their needs in the camp director community.

This volume is one of several volumes that will insure "Better Camping for All" in the decades ahead.

Armand Ball,
Executive Vice President
American Camping Association

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Acknowledgements

The camp administration series is a result of three years of work by hundreds of individuals in the field of organized camping and therapeutic recreation. A big thank you is extended to all who made this project a reality. While it is impossible to mention all contributors, we extend a special thank you to those individuals who assisted the project for all three years. With their input, the road to this project's completion was much easier to travel.

Project Officer, 1981-1982

Martha B. Bokee, Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services

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A Brief Overview

As you prepare to embark on an ACA Home Study Course, it is important to remember that as in other ACA educational opportunities (institutes, seminars, managerials, etc.), there is a core curriculum upon which the course is based. The core curriculum has been approved by the curriculum committee of the American Camping Association.

Through home study, you will have the opportunity for a one-on-one relationship between you and your instructor. The instructor will be able to give you his/her undivided attention to facilitate your understanding and mastery of the study material. You will also be able to work on your own time schedule at your own pace.

A unique feature of ACA Home Study is our individualized approach. Recognizing the special needs of adult learners and differences between individuals and their preferences for certain types of activities, ACA Home Study Courses have incorporated an approach to allow each learner some independence in designing his/her own plan of study with the instructor.

Instructors. Instructors for ACA Home Study Courses are selected and assigned by the National Office on the basis of their experience as camp directors or educators in the area of camp administration and their ability to effectively facilitate the study of other adults seeking to increase their knowledge in the field of organized camping. Most instructors are happy to confer by phone should you run into a problem. Your instructor's phone number is listed in your letter of acceptance.

Course Organization. Each course consists of four phases. Phase 1: Begins with a needs assessment to determine where your strengths and weaknesses lie in terms of the areas to be covered, resources you have available, and questions or burning issues you wish to have answered in addition to the curriculum. You are also asked to complete a vita detailing your experience and previous education.

Phase II: Consists of the development of a plan of study to be followed by you and completed within twelve (12) months of its approval by your instructor. If necessary, an extension may be approved by your instructor for an additional six (6) months. The plan of work is developed by cooperation between you and your instructor and it is based on a set of recommended learning assignments provided (lessons). Note: All materials from the student required for Phase I and II should be sent to your instructor within one week of the notification of your instructor's name and address.

Phase III: Involves the actual study. The instructor assigned is available to you any time you need him/her by letter or phone to answer any problem areas or to comment on your work after you have completed an assignment. You may send in your assignments one at a time, or all at once. A brief discussion on each area of the course is also provided in Phase III.

Phase IV: Concludes the course with an evaluation of your work by the instructor, of the instructor and course by the student.

Texts: There is more than one text used for each course. Because of the lack of a comprehensive text in the field of camping for most areas, readings are required from a variety of sources. Agreement on readings which are required for the course is one of the tasks of the plan of work which is developed in Phases I and II.

Begin Course: As soon as you receive your materials for the course, begin work. Leaf through the study guide to get a feel for the course. Complete Phase I and II within a week of receiving the study guide and mail all requested materials (needs assessment, vita, reading list, and plan of work) to your assigned instructor.

Your instructor will review your materials and approve or add areas to your plan of work. This should be returned to you by your instructor within one to two weeks. You will then have a maximum of twelve (12) months to complete your plan of study (if needed, you may request a six (6) months extension from your instructor). As soon as you receive your approved plan of work, begin study. You may find it easier to put yourself on a time schedule to complete one area of the course per week and return it to your instructor for his/her comments, or you may find it simpler to send in all assignments in Phase III at once.

Circuit time (time between your mailings until your instructor returns a mailing to you) takes about two (2) weeks.

Evaluation: Once you have completed all assignments satisfactorily, complete the evaluation form and send it directly to the National ACA Office. A course certificate of completion will then be sent to you.

Cancellation and Settlement Policy for ACA Home Study Courses

We are confident you will be satisfied with your program of study through the American Camping Association. Should you decide to cancel, we provide you with this liberal cancellation policy.

A student may terminate an enrollment at any time by notifying the ACA National Office.

1. A student requesting cancellation within 7 days after the date on which the enrollment application is signed shall be given a refund of all monies paid to the American Camping Association (ACA).

2. When cancelling after this 7-day period, and until your instructor receives the first completed assignment (Needs Assessment), an administrative fee of 20% or $25 (the least amount) of the tuition shall be retained by the ACA.

3. After your instructor receives the first completed assignment (Needs Assessment), and prior to completion of a Plan of Study, upon cancellation of an enrollment the ACA will retain an administrative fee of 30% of the tuition.

4. After the student has completed the Plan of Study, the student shall be liable for the full tuition and there will be no refund.

The Desired Outcomes of Camp Director Education

A CAMP DIRECTOR SHOULD BE ABLE TO:

I. Demonstrate an understanding of the life span characteristics and needs of the constitutencies which he/she serves and directs including the effects of biological, psychological, and socio-cultural systems on the growth and behavior of these persons.

II. To determine which persons he/she could serve and identify the implications for his/her camp.

III. Assess his/her strengths and weaknesses in relation to his/her own philosophy and the philosophy of other persons in the camping profession, community, and camp, his/her relations with others, and his/her professional competencies.

IV. State. interpret and defend his/her camp philosophy, goals and objectives and how they relate to the constitutencies which he/she serves and the society in which he/she lives.

V. Design a camp program to achieve the goals and objectives of his/her camp in terms of camper development.

VI. To develop and justify the organizational design most conducive to the achievement of his/her camp's philosophy and objectives.

VII. Develop a comprehensive staffing plan in a manner which implements his/her camp's goals and aids his/her staff's personal and professional growth.

VIII. Know the values of organized camping and be able to interprete them to prospective parents and campers, staff, and the non-camp community utilizing varied resources and methods.

IX. Design a continuous and comprehensive evaluation program for his/her camps.

X. Analyze and develop a comprehensive camp health and safety system which is consistent/supportive of the camp philosophy, goals and objectives.

XI. Analyze and develop a camp's food service system which is consistent and supportive of the camp philosophy, goals and objectives.

XII. Analyze and develop business and financial systems consistent and supportive of the camp philosophy, goals and objectives.

XIII. Analyze and develop a comprehensive plan for site(s) and facilities management consistent and supportive of the camp philosophy, goals, and objectives.

ACA Home Study: Student Instructions

Phase I: Needs Assessment, Reading List, and Vita

Attached are the forms you need to complete for Phase I. These include:

1. A Needs Assessment Form: Each curriculum area of this course is listed on the form with a 1 to 10 scale underneath the statement.

   Please rate yourself as follows:

   1 to 2 - I have insufficient knowledge in this area

   3 to 4 - I have knowledge to identify some resources

   5 to 6 - I have performed some work in this area with assistance

   7 to 8 - I have performed independent work or instructed others in this area

   9 to 10- By virtue of training and experience in this area, I could be called upon to apply my expertise to instruct or consult any camp or constituency

   Space is also provided for you to comment as to why you rated yourself in such a manner on each topic.

2. Reading Checklist - To enable your instructor to make reading assignments, a recommended reading list is attached. Please mark with a check (✓) those materials you own or could get access to.

3. Vita: To give your instructor a better understanding of your background, you are also asked to complete the vita attached.

Phase I and II:

Phase I and II items should be mailed to the course instructor (listed in your course acceptance letter) within one week of the date you received it.

NEEDS ASSESSMENT FORM

NAME _____

CAMP NAME _____

NO YEARS CAMP EXPERIENCE _____

To be complete prior to training by participant and returned to the instructor.

Below is a listing of the competencies identified for the course you will be taking in the Basic Camp Director Education Course. For each competency, please indicate how you would rate yourself in relation to a) your present ability at performing the task; and, b) the amount of training you feel you need in this area. Use a scale of 1 = low to 10 = high, putting an "X" through the number that best describes your response in each category. Please add any additional comments you feel necessary to clarify why you rated your ability as you did.

COMPETENCY	PRESENT ABILITY low high	AMOUNT OF TRAINING NEEDED low high	COMMENTS
1. Knowledge of the characteristics and needs of the population your camp serves.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
2. Knowledge of the needs of special populations	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
3. Knowledge of the role of the director.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
4. Knowledge of the field of organized camping philosophy goals and objectives.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
5. Knowledge of program development.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
6. Knowledge of organizational design.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
7. Knowledge of staff development	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
8. Knowledge of how to interpret the value of camping.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
9. Ability to develop a comprehensive evaluation plan.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

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I. The goal of this course is "to help the participant gain an understanding of how to establish and supervise a camp." Please describe what you would like to learn in this area (special concerns or problems).

ACA Home Study Course Vita

VITA

Please complete the following information:

NAME _____ Phone _____

ADDRESS _____ Age _____

_____

I.

Education	Name of School	Location	Dates	Major
College(s)				
Other Education				

II.

Experience	Your Position/Responsibility	Location	Dates	Comments
A. In Organized Camping				
B. With Disabled Persons				

III.

Special Training	Dates	Location	Sponsor

IV. Why do you want to take this course? _____

_____

_____

_____

V. What is your present occupation and your long-range career goal? _____

_____

_____

_____

_____

Phase II: Plan of Study for ACA Home Study Course

On pages 15 and 16, you will find a list of recommended learning activities for this course. You are not limited to these activities in developing your proposed plan. However, you must select or propose at least one activity for each competency listed and describe how and when you will report it to the instructor on the Plan of Study form attached.

Your instructor will review your plan and make any changes or additions he/she deems necessary to approve it. Once your plan is approved by your instructor and returned to you, you have 12 months from the date the work plan was approved to complete all assignments and return them to your instructor. If you cannot complete the work by the end of the 12 months, you may request a 6-months extension from your instructor.

Your Plan of Study for Phase II should be submitted to your instructor with the items requested for Phase I.

READING CHECKLIST

Please check (✓) those materials which you own or could get access to:

Available through ACA Publications: *(code)

Ball and Ball; Basic Camp Management, ACA, 1978 (CM 36)

Berger, Jean; Program Activities for Camp. Burgess Publishing. 1969 (PA 09)

Bloom, Joel W., and Ballentine, A. Cooper; Camper Guidance-Basic Handbook For Counselors. 1960. American Camping Association. (LT 05)

Farley, Betsy: Perspectives on Camp Administration. 1982. American Camping Association. (CM 05)

Ford, Dr. Phyllis M.; Your Camp and the Handicapped Child. 1966. American Camping Association. (CM 18)

Rodney and Ford; Camp Administration, John Wiley and Sons. 1971. (CM 01)

Wilkinson, R.; Camps - Their Planning and Management, C.V. Mosby. 1981 (CM 07)

ACA HOME STUDY
INDIVIDUALIZED PLAN OF STUDY

NAME _____

COURSE BASIC CAMP DIRECTOR EDUCATION COURSE

To be completed prior to training by participant and returned to the instructor.

Below is a listing of the competencies required for this course. For each competency, please identify what you would like to do to gain knowledge and demonstrate your understanding of this area. This should be returned for your instructor's approval. Your instructor will make additional suggestions on your plan of study. You then have 12 months to complete all work. PLEASE BE SPECIFIC AS POSSIBLE IN COMPLETING YOUR PLAN.

COMPETENCY	STUDENT'S PROPOSED PLAN (to be completed by Student)	INSTRUCTOR COMMENTS AND ADDITIONS (To be completed by Instructor)
1. Knowledge of the characteristics and needs of the population your camp serves.		
2. Knowledge of the needs of special populations.		
3. Knowledge of the role of the director.		
4. Knowledge of the field of organized camping philosophy goals and objectives.		
5. Knowledge of program development.		
6. Knowledge of organizational design.		
7. Knowledge of staff development		
8. Knowledge of how to interpret the value of camping.		
9. Ability to develop a comprehensive evaluation plan.		

FOR STUDENT INFORMATION ON PLAN OF STUDY FOR BASIC CAMP DIRECTOR EDUCATION

You are not limited to these activities in developing your proposed plan. However, you must propose at least one activity for each competency listed and describe how you will report it to the instructor.

1. Knowledge of the characteristics and needs of the populations your camp serves.
   a. Read at least one book on human development such as Martin Bloom's Life Span Development. Describe the developmental characteristics of persons 6 to 65 years old.
   b. Visit a school guidance counselor and ask him to describe the developmental characteristics of persons 6 to 65 years old. Describe the implications of various developmental stages for the camp setting.

2. Knowledge of the needs of special populations.
   a. Visit a camp serving special populations. Discuss in detail the special needs various handicapping conditions necessitate in a camp setting.
   b. Read a book such as the REACH material for camp directors or Thomas Shea's Camping for Special Children. Select three handicamps and discuss how your camp could serve these persons and the modifications which would be needed.

3. Knowledge of the role of the director.
   a. Read a chapter on the role of the director from a recent text book on camp administration. Discuss how your role as director compares to the text book description.
   b. Visit a former camper. Staff member, camper parent, and another director. Describe the persception each has of the role of the director and how these compare to your perception.

4. Knowledge of the field of organized camping philosophy goals and objectives.
   a. Read a chapter on camping philosophy from a recent text on camp adminstration. Describe your philosophy, goals, and objectives for camp.
   b. Ask three camps for a copy of their philosophy, goals and objectives. Discuss the strengths and weaknessess of all three.

5. Knowledge of program development.
   a. Read a chapter on program development from a recent text on camp administration. Discuss the major points of program development.
   b. Visit with two camps or program directors to find out what type of program their camps offer and the principles they use for program planning. Discuss the strengths and weaknesses of both camp's program.

6. Knowledge of organizational design.
   Note: Organizational design is the relationship of staff, program, facilities etc., to the camp philosophy, goals and objectives.
   a. Read a chapter on organizational patterns such as Chapter 3 in R. Wilkinson's, Camps: Their Planning and Management. Discuss the strengths and weaknessess of various management models for camp such as specialists versus generalists, time structured versus unstructured, groups versus individual choice etc.

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6. b. Visit two camps which have different organizational patterns such as centralized versus decentralized. Discuss the pros and cons for various organizational patterns in relation to a camp's Philosophy, goals, and objectives.

7. Knowledge of staff development.
   a. Read a chapter on staff development in a current text on camp administration. Describe tasks and principles important for good staff development in a camp.
   b. Visit two camp directors. Find out as much as possible about staff structure, recruitment plans, and their staff support plan (training, personnel policies, supervision and appraisal.) Discuss the strengths and weaknesses of both systems.

8. Knowledge of how to interpret the value of camping.
   a. Read a chapter on public relations in a current text in camp administration. Describe the major principles you feel are important for interpreting the value of camping to the public, staff, and your superiors.
   b. Visit three camp directors and find out what their master plan for P.R. to the public, staff, etc., consists of. Describe the strengths and weaknessess of each plan.

9. Ability to develop a comprehensive evaluation plan.
   a. Design a comprehensive evaluation plan for a camp after reading the chapter on evaluation from a current text on camp administration.
   b. Visit a camp adminstrator who supervises more than one camp. Find out what is involved in his evaluation plan. Discuss the strengths and weaknessess of his plan.

Phase III. Learning Assignments

A brief introduction/discussion has been written for you to read along with each area you will study.

This information is to be used as "food" for thought as a starting point for information. It is not the extent of the information you need to know from each area of study.

Also contained in this section are copies of the ACA Home Study Learning Activity Report. Please attach a copy of this form to the front of each assignment as listed on the Plan of Study approved by your instructor. You may send in more than one assignment at a time.

Should you have problems with an assignment, your instructor is only a phone call away. The instructor's name is listed on your letter of acceptance.

You have one year from the date your plan of work was approved by your instructor to complete all work unless he/she has granted you an extension.

Good luck!

BASIC CAMP DIRECTOR EDUCATION COURSE

LESSON ONE

COMPETENCY AREA

Knowledge of the characteristics and needs of the population your camp serves.

SUGGESTED READINGS

A Basic Handbook For Counselors, Dr. Joel W. Bloom.
Program Activities for Camps, Jean Berger.
Perspectives on Camp Administration, p. 25-28 (see Appendix)

OBJECTIVES

1. To be able to identify life span characteristics and needs of different age groups a camp might serve.
2. To be able to identify techniques for gathering information about the persons to be served.

DISCUSSION

The major concern in camp is the campers. Individuals are too different to neatly classify. Each has a unique personality, brought about by his/her own heredity and environment.

Typical characteristics of campers according to developmental stage and age are mere generalizations. Physical and mental developments proceed at different rates of speed in individuals. An eleven year old might have the physique of a fourteen year old, the mentality of a nine year old, and a social adaptability and emotional development of only eight.

Campers are usually placed in living groups according to chronological age or school grade. Do you think this is a wise practice? Why?

It would be undesirable for the camp staff to try to eliminate camper's individual differences. A counselor must be mature enough to understand and accept each camper in camp. It is important to encourage each camper to be himself/herself and not to try and change them.

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Sources of information that might give you some knowledge of an individual camper are:

1. Registration forms
2. Records from previous summers
3. Health forms
4. Observation of the camper.

Do you think it would be wise to take other staff members opinions in assessing a camper?

BASIC CAMP DIRECTOR EDUCATION COURSE

LESSON TWO.

COMPETENCY AREA

Knowledge of the needs of special populations.

SUGGESTED READINGS

Camp Administration, Rodney and Ford, Chapter 16.

Camping for Special Children, Thomas Shea

Your Camp and the Handicapped Child, Phyllis Ford

"Sensitive Network of Communication Eases Steps Into Mainstreaming," Camping Magazine. Sept./Oct. 1980. (See Appendix)

OBJECTIVES

1. To be able to describe the characteristics and needs of special populations such as the handicapped.
2. To be able to explain how handicapped and "normal" campers are similar and dissimilar.
3. To be able to describe advantages and disadvantages of mainstreaming versus special segregated programs for the disabled in terms of cost, support services needed and attitudinal barriers.
4. To be able to identify agencies and other resources available for the camp director seeking additional information.

DISCUSSION

A "handicapped person is any person afflicted with a physical, neurological, or emotional defect."

Many handicapped persons can make an acceptable social adjustment with other people "normal" or handicapped. In an organized camp, it is not always the physical barriers that eliminate the "special person."

Camp administrators play an important role in providing specialized programs and in mainstreaming the handicapped into a regular program. Directors must learn about the physical and mental limitations of the special person or persons in camp and provide for their health and safety as they do for all campers. The director and staff must have a positive attitude of the benefits of camping for all people.

As a camp director, would you consider accepting handicapped campers? Would you hire a handicapped counselor? Where would you go for assistance in establishing a special program or mainstreaming the handicapped into your regular camp program? What are the advantages and disadvantages of a special program versus mainstreaming?

LESSON THREE

COMPETENCY AREA

Knowledge of the role of the director

SUGGESTED READINGS

Basic Camp Management, Armand B. Ball, Chap. 1 and 17

Camp Administration, Rodney and Ford. Chap. 2

Camps Their Planning and Management, Robert E. Wilkinson, Chap. 2

"Camper Parents Rank Director Qualifications," Camping Magazine, June 1981 (Appendix)

OBJECTIVES

1. To be able to explain the responsibilities of the camp director and the perception of that role by staff, campers, parents and the community.
2. To be able to assess personal strengths and potential areas of weakness as a camp director.

DISCUSSION

The role of the camp director is varied and demanding. The camp director is basically responsible for the welfare of each camper and staff member, the camp program, the food service and the camp facilities. The director must have strong administrative and leadership skills.

Depending on the size of the camp and the organizational structure, the director needs to delegate authority. It is important then that the camp director hires the camp staff and feels confident in their abilities in prescribed jobs.

The director must always consider the health and safety of the campers while providing them with a program of challenge and adventure.

As a camp director, do you feel you have the respect of your staff? Do you respect all of the staff? Are you friendly, courteous, approachable, do you accept suggestions, or are you remote, austere, reserved, dictatorial? How do campers, parents, and the community view the role of director?

As a camp director, what would you describe as your greatest strengths and potential areas of weakness?

LESSON FOUR

COMPETENCY AREA

Knowledge of the field of organized camping, philosophy, goals and objectives

SUGGESTED READING

Basic Camp Management, Armand B. Ball, Chap. 2

Camp Administration, Rodney and Ford. Chap. 1

Camps, Their Planning and Management, Robert Wilkinson

"Camps Can Set New Life Style," Camping Magazine, Jan. 1974 (Appendix)

OBJECTIVES

1. To be able to state and defend your philosophy of organized camping.
2. To be able to write the goals and objectives for an organized camp.

DISCUSSION

There are several different viewpoints as to why people should participate in an organized camp experience. These viewpoints represent different philosophies of camping. If we were to look at the history of organized camping, we would see

- philosophical themes which are still present in philosophies of modern day camps. Since some early pioneers in organized camps were educators, many camps emphasized philosophies which focused on camping as a valuable educational experience. Another group of pioneers in organized camping were physicians. The philosophy of their camps focused on camp as a health building activity. Religious leaders founding early camps had as their philosophical theme that camp was of value as spiritual enrichment. Later pioneers coming from the fields of social service and recreation emphasized the value of camping for the opportunity to develop better citizenship, self confidence, and as a "fun thing" to do.

The important task in a camp for each director is to be able to develop, interpret and defend a philosophy for his/her camp; break the philosophy down into goals and objectives; and operationalize the philosophy throughout all systems of the camp operations.

To do this, it is necessary for you to have an understanding of the terms, missions, goals, objectives, methods, and support system.

- A mission or purpose statement is a broad philosophical statement which gives direction at a very alturistic (idealistic) level to your entire operation. For example, "To Make Better Camping For All" could be considered the mission of ACA.

- Goals are broad, timeless, value statements related to people and community. For example, "To improve the professional practices of practicing camp directors" could be a goal of the mission listed above.

- Objectives are realistic, desired measurable accomplishments which grow out of goals. "Camp directors will be able to describe the importance of a sound philosophy, goals, and objectives in planning and operationizing a camp program" is a specific objective of this home study unit.

- Methods are the who, what, when and where of operationalizing objectives.

- Support systems are all structures which have a direct or indirect impact on carrying out the camp programs and operations. These include: organizational structures, staff, facilities, and camp procedures.

A camp may develop its philosophy by:

1. A review of reasons why people want to come to camp or of why parents send them.
2. A knowledge of the assets and limitations of the campsite and the sponsor.
3. The possibilities and limitations of the camp leadership.
4. Understanding the specific purpose for which the camp is operated.
5. Current societal issues or problems and trends.

It takes all sorts of ingredients to make a good camp. Chief among the ingredients is a fundamentally sound camping philosophy.

A camping philosophy develops with one's experience in camping, experience with campers, experience in life and living. Good camping philosophy requires an appreciation, not only of what your camp can offer, but the philosophies of other camps.

How has your camping experiences influenced your philosophy of organized camping? Describe the philosophy, goals, and objectives you want for your camp? How does your philosophy compare with other camps?

LESSON FIVE

COMPETENCY AREA

Knowledge of program development

SUGGESTED READINGS

Basic Camp Management, Armand B. Ball, Chap. 3

Camps, Their Planning and Management, Robert E. Wilkinson, Chap. 6

Camp Administration, Rodney and Ford. Chap. 9

Program Activities for Camp, Jean Berger

"Programming Your Camp," Camping Magazine. Feb. 1981 (Appendix)

OBJECTIVES

1. To be able to identify the difference between a good camp program and poor camp program.
2. To be able to identify the steps in program development and design a program supportive of the camp's goals and objectives.

DISCUSSION

Girls and boys look upon camping as fun and approach their camp experiences with a readiness that opens the door to learning.

Program in camp is everything that happens to the campers while they are there. It includes the whole experience of living in an outdoor environment, the adjustment to each other and to group living, the work they do, the attitudes they develop and the skills they learn.

The basic principles of good program are similar for all camps, yet each camp program should be different. Do you agree?

Some characteristics of a good program which have been identified by practitioners follow:

The program should --

1. fit the campers and not the campers conforming to the program
2. be flexible
3. allow time for adequate rest and leisure
4. bring out the best in each individual camper
5. foster social adjustment and amicable group living
6. offer camper the opportunity for development of a new skill or improvement in one already acquired
7. offer campers the opportunity to share in planning the camp program
8. develop the campers' initiative, self-confidence, and resourcefulness.
9. offer adventure and challenge

Can you think of other characteristics that would distinguish a good program? How does the campsite influence the program? Should all natural facilities of the site be used?

LESSON SIX

COMPETENCY AREA

Knowledge of organizational design

SUGGESTED READINGS

Basic Camp Management, Armand B. Ball, Chap. 4

Camp Administration, Rodney and Ford. Chap. 2 and 3

Camps, Their Planning and Management, Robert E. Wilkinson, Chap. 3

OBJECTIVES

1. To be able to design an organizational support system for a camp consistent with the camp's philosophy, goals, and objectives.
2. To be able to recognize the lines of communication in an organized camp.

DISCUSSION

The organization of a camp will vary from one camp to another. However, any organization plan must be compatible to situations as they exist and supportive to the overall camp goals and objectives.

Some camps utilize a system of specialists. Staff are trained and have responsibilities only in one particular area. Other camps utilize generalists. The camps with a generalist approach trains every staff member to handle practically every job or program at camp. When you compare organizational design of various camps, you will recognize that a number of dicotomies exist from camp to camp. In addition to the generalist specialist dicotomy, you should notice some of the other areas in which organizational design differs, such as:

- structured schedule versus unstructured
- small group versus large group
- specialized program versus general program
- leader planned versus camper planned activity
- centralized versus decentralized site

Can you think of some other areas in which camp organizational designs differ? Which side of these dicotomies would be the most supportive of your camp's goals and objectives? For example, if your camp goal was to increase campers' skills in interpersonal relations and develop citizenship, would you:

1. Use a generalist staff or specialists?
2. Should activities be presented in small or large groups?
3. Should activities be leader or camper planned?

Unfortunately, too many camp directors don't take the time to ask what their organizational design is doing to support their camp goals and objectives. Is your support system supportive of the camp community, or is it something staff and campers have to work around in getting program accomplished?

In addition to having a supportive organizational design, it is important to facilitate camp communication. Communication is important to help each person holding a position to get the job done. It is also important as feedback from campers and staff as an indicator of whether the system is working.

Some methods and devices used to facilitate communication are --

1. to have effective, clear lines of communication which are known to all
2. voluntary cooperative efforts of the staff
3. face-to-face contact with staff members or campers when adjustments are needed
4. use of committees and camper councils

5. staff meetings

6. all camp meetings

7. camp newsletter or PA system

8. suggestion box

9. teach staff to be good listeners

Can you think of other ways to facilitate good communication in camp?

LESSON SEVEN

COMPETENCY AREA

Knowledge of staff development

SUGGESTED READINGS

Basic Camp Management, Armand B. Ball, Chap. 4

Camp Administration, Rodney and Ford, Chap. 4

Camps, Their Planning and Management, Robert E. Wilkinson, Chap. 4

"Staff Training" and "Staff Development," Camping Magazine. April 1981 (Appendix)

OBJECTIVES

1. To be able to develop a comprehensive staffing plan
2. To be able to determine staffing needs and develop a recruitment procedure
3. To be able to prepare a staff orientation (training) and plan for staff supervision, including growth and development on the job.

DISCUSSION

Determining staffing needs and recruiting staff. The staff manual is an important facet of a camp staffing plan. ACA Standards provide guidelines for ratio of staff, their qualifications and suggestions for job descriptions.

Staffing needs should be determined on the basis of:

Camp goals and objectives

Size, age and needs of camper population

Special program requirements

Camp budget

Can you think of any others?

Once the director has determined the camp's staffing needs, job descriptions need to be written and a recruitment plan developed.

Job descriptions should include: position title, general function of the job, job responsibilities, experience or know-how required, dates of employment, and who supervises the position. Many ACA Sections annually work with local area colleges and universities to establish a camp job interview day during winter months. Some camps, however, prefer to recruit staff through direct job announcements to former staff, camp alumni, and specific college or vocational school departments. ACA publications department carries many helpful flyers and brochures useful for camp staff recruitment.

A second major consideration in developing a comprehensive staffing plan is the development of staff orientation (pre-camp training) and a plan for job supervision and professional development during the season.

Camp staff orientation and training begins as soon as the staff is hired and continues throughout the summer. Training may consist of formal courses, interviews, correspondence and printed materials (example: staff manual) as well as workshops and meeting.

Camp orientation and pre-camp training should include:

1. Employment policies and camp practices
2. Letter of employment or contract with job description
3. Camp history, philosophy, goals and objectives
4. How camp is organized and lines of communication
5. Program, facility, and safety (first aid, emergencies, sanitation)
6. Orientation to site, facilities and equipment procedures and other staff, especially those in the assigned area

7. Any special training to prepare staff for the particular job (example: first aid course, training of camper needs, staff team building, etc.)
8. System that will be used for camp evaluation

Can you think of any other areas to be covered? A final element of the staff development plan includes opportunities for inservice growth and development and the plan for staff supervision.

A good supervisory and inservice training plan not only helps the camp director know what's going on but should give staff the feeling that the camp is supportive in trying to help them do a better job and grow professionally. Techniques for supervision include periodic staff meetings, a visit to the staff work site, mid-season performance review, staff work reports, and opportunity for discussion with supervisor on an open-door basis.

What techniques would you use to facilitiate good supervision of camp staff? What kind of opportunities and topics would you want to offer to foster professional and personal growth of your staff during the camp season?

LESSON EIGHT

COMPETENCY AREA

Knowledge of how to interpret the value of camping.

SUGGESTED READINGS

Basic Camp Management, Armand Ball. Chap. 5
Camp Administration, Rodney and Ford. Chap. 14
Camps, Their Planning and Management, Robert E. Wilkinson, Chap. 10
"Promotional Aspect of Camp Marketing," Camping Magazine (Appendix)

OBJECTIVES

1. To be able to identify the value of a good public relations program for an organized camp.
2. To be able to interpret camp's value to parents, campers, staff and the non-camp community.

DISCUSSION

It is important to interpret the value of the camping movement to the general public because often their perception may be based on a stero-type image of camping and not what your camp actually is trying to accomplish. The role of the organized camp must be brought before the public in a planned effort to influence positive thinking toward the movement and your camp in particular.

Public relations is a means for directing opinions of the general public to interpret the value of camping.

Perceptions which camp administrations are concerned with first should be those of the campers and second the parents. Other groups which need to understand the value of organized camping are the other members of the immediate camp community (staff, board members, etc.) and the non-camp community in which the camp is located and depends for outside support services.

The director needs to interpret the unique social-educational values of organized camps and his camp in particular. Benefits often promoted as values of a camping program have included positive citizenship, education, health, fun, self confidence to name a few.

What are the benefits/values of your camp program? How can you interpret camp's value to parents, staff, campers, and the general public?

LESSON NINE

COMPETENCY AREA

Ability to develop a comprehensive evaluation plan

SUGGESTED READINGS

Basic Camp Management, Armand B. Ball, Chap. 14

Camps, Their Planning and Management, Robert E. Wilkinson, Chap. 11

"Research/Evaluation of Your Camp Program," Camping Magazine. March 1981 (Appendix)

OBJECTIVES

1. To be able to develop a comprehensive evaluation plan for a camp.
2. To be able to identify other staff members' responsibility in evaluation.

DISCUSSION

An evaluation scale presupposes certain standards and practices against which actual conditions and performance may be measured. Evaluation must be checked, too, against objectives and philosophy. Evaluation also plays a role in camp as a record of problems and successes during the week and season.

Who does the evaluating? Is it only the camp director?

What should be evaluated: program, staff performance, camper achievement, discrepencies, or facilities? A rating scale or narrative questions can be devised for use by groups, such as staff members, campers, parents, or camp committees in evaluating the various aspects of a camp.

... factors in camp evaluation:

1. Personality Factors -- first impressions of camp, the appearance of camp, the attitude of the campers.
2. Human Relationships - camper/counselor relationship, counselor/director relationship, director/staff relationship.

3. Leadership and Training - number of counselors, qualifications and training.
4. Health and Safety - health supervision, natural hazards, sanitation, waterfront safety, food preparation.
5. Program - the program and the campers, the program and the site.
6. Site and Equipment -- adequate campsite, proper equipment.
7. Business Management - business practices, finance, records.

Camp evaluation can be written or verbal and formal or informal. The system for evaluation should reflect the needs of the camp for information to facilitate growth of the staff, campers, and staff in subsequent years.

What are some other reasons for camp evaluations? Should campers' parents be involved in evaluating the camp? What would your plan look like for a comprehensive evaluation of your camp?

ACA Home Study Learning Activity Report

This report cover sheet should be attached to the front of each individual assignment. (See the Plan of Work approved by your instructor.) Return this form to your assigned instructor.

NAME _____ COURSE _____

STREET _____ Plan of Work Assignment (List planned activity from Plan, or identify Competency Area number) _____

CITY _____ _____

STATE, ZIP _____ _____

Date Submitted _____ Instructor's Name _____

INSTRUCTOR'S COMMENTS ON THIS ASSIGNMENT:

_____

_____

_____

_____

_____

Instructor's Signature _____ Date _____

STUDENT'S COMMENTS ON, OR QUESTIONS ABOUT THIS ASSIGNMENT: (Questions you may have as you submit this, or further questions you may wish to resubmit after receiving the instructor's comments.)

_____

_____

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Phase IV: Evaluation

Once you have completed all assignments and your instructor has notified you of your satisfactory completion of all course work, please fill out the attached evaluation form on the course and instructor. This should be returned in the envelope provided to the National ACA Office.

The National ACA Office will then send you a certificate of course completion once they receive the instructor's report and your evaluation.

Congratulations -- you have finished the course!

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For Student to Complete - Return directly to ACA National Office

ACA Home Study Course and Instructor Evaluation Form

NAME _____

ADDRESS _____

COURSE _____ INSTRUCTOR _____

Please help us improve the Home Study system by evaluating the following:

1. To what extent was the course action oriented? Could you apply what you have learned from this course?

2. How confident do you feel in your ability to implement the information presented in a camp setting?

3. To what extent were your own educational needs met by this course?

   Minimum Extent 1 2 3 4 5 6 7 8 9 10 Maximum Extent

4. Please rate the following items. Use the following scale of 1 = Poor and 10 = Excellent.

	Poor									Excellent
a. Appropriateness of format to course goals	1	2	3	4	5	6	7	8	9	10
b. Overall organization of the course	1	2	3	4	5	6	7	8	9	10
c. Length of course in terms of covering the subject	1	2	3	4	5	6	7	8	9	10
d. Clarity of instructions from ACA and your instructor	1	2	3	4	5	6	7	8	9	10
e. Plan of Work developed with instructor	1	2	3	4	5	6	7	8	9	10
f. Circuit time for information sent to your instructor (amount of time between when you sent in an assignment and its return to you)	1	2	3	4	5	6	7	8	9	10
g. Guidance provided by your instructor	1	2	3	4	5	6	7	8	9	10
h. Preparedness of your instructor	1	2	3	4	5	6	7	8	9	10
i. Ability of your instructor to clarify problems	1	2	3	4	5	6	7	8	9	10

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5. Did this course meet with your expectations? Why or why not?

6. What were the major strengths of this course?

7. What suggestions do you have for improving this course?

8. Were the readings appropriate and adequate for the course? If not, why?

9. Would you recommend your instructor conduct another home study course? Why or why not?

10. Did your instructor make sufficient comments on your assignments?

11. Based on your experience, would you recommend ACA Home Study to a friend?

12. Any other comments:

THANKS!

Developmental Characteristics of 5-7 Year Olds

FROM PERSPECTIVES ON CAMP ADMINISTRATION - pp. 26-28

Physical Growth and Development	Behavior Characteristics	Special Considerations
Period of slow growth. Body lengthens, hands and feet grow larger. Good general (large) motor control, small muscles and eye-hand coordination not as developed but improves about 7. Permanent teeth appearing.	Attention span short, but increasing. Activity level high. Learning to relate to persons outside family. Learning concepts of right and wrong. Becoming aware of sexual differences. Developing modesty. Becoming self-dependent and given time, can do things for themselves. Inconsistent levels of maturity, can be eager, self-assertive, aggressive, and competitive.	Active, boisterous games with unrestrained jumping and running are good. Climbing and use of balance boards good. Rhythmic activities, songs and dramatics good. Limit activities to 15-30 minutes, since attention span is still short. Training in group cooperation, sharing, and good work habits important. Need concrete learning and active participation. Freedom to do things for self, to use and develop own abilities.

Developmental Characteristics of 8-10 Year Olds

Physical Growth and Development	Behavior Characteristics	Special Considerations
Growth slow and steady. Girl's growth spurt occurs about two years ahead of boy's Slow maturing boys at a disadvantage because of stress on physical ability. Before the growth spurt, boys and girls are of equal strength, afterward boys are stronger and often develop athletic skills and prowess. Large muscles still developing, but control over small muscles is increasing. Manipulative skills and eye-hand coordination increasing.	Stable traits are agressiveness in males and dependency in females. Age group is usually energetic, quick, eager and enthusiastic. Often restless and fidgety, need action continuously. Eager for large muscle activity, organized team games. Noisy, argumentative, yet highly imaginative and affectionate. Self-conscious and afraid to fail, sensitive to criticism. Interest fluctuates, time span (interest) short. Group-conscious, the age of clubs and the "gang" element. Boys still tend to play with boys, girls with girls. Boys and girls becoming rivals and beginning steps toward heterosexual relationships evident. Beginning to learn about moral judgments and learning to apply principles to determine right and wrong. Tremendous interest and curiosity about everything around them. Beginning to achieve independence outside family and learn to relate to adults.	Need praise and encouragement. Exercise of both large and small muscles, by using whole body activities, team sports, arts and crafts, dramatics. Want a best friend, and membership in a group. Need definite responsibility and training without pressure. Need a reasonable explanation and guidance to channel interests and answer questions.

Developmental Characteristics of 11-13 Year Olds

Physical Growth and Development	Behavioral Characteristics	Special Considerations
A "resting period" followed by a period of rapid growth in height and weight. This usually starts between 9 and 13 although boys may mature as much as 2 years later than girls. At these ages, girls are usually taller and heavier than boys. Reproductive organs maturing. Secondary sex characteristics developing. Rapid muscular growth. Danger of over-fatigue. Girls are becoming gradually less active.	Wide range of individual difference in maturity level. Gangs (groups) continue, although boys tend to be more loyal to the group than girls. Time of awkwardness and restlessness. Teasing and antagonism exist between boys and girls. Opinions of group become more important than those of adults. Tend to be overcritical, rebellious, changeable, uncooperative. Self-conscious about physical changes. Interested in making money. Imaginative and emotional with hero-worship evident. Asserting independence from adults, although time of strengthening affectionate relationships with specific adults.	Greater interest in outdoor activities. Competition keen. Willingness to submerge self for benefit of group (team). Organized games needed. Boys and girls begin to differentiate play preferences, thus making co-recreation difficult. Skill is essential for successful group participation. Students willing to practice skills, but need guidance. Boys greatly interested in team (group) sports. Discipline can be problem because of "spirit" of group. Good age for camp because of general enthusiasm.

Developmental Characteristics of 14-16 Year Olds

Physical Growth and Development	Behavior Characteristics	Special Considerations
Sexual maturity, with accompanying physical and emotional changes. Skeletal growth completed, adult height reached (95%), muscular coordination improved. Girls achieve puberty at 13, boys at 15 (on average). Variance great because some compiete adolescent development before others start. Girls are generally about 2 years ahead of boys. Skin difficulties and complexion problems evident. Can require medical care and be a cause of real emotional concern.	Between 12 and 15, shift from emphasis on same sex to opposite sex. Girls develop interest in boys earlier than boys in girls. Concern about physical appearance. Social activity increases, preoccupation with acceptance of group. Increased learning and acceptance of sex role. Time of adjustment to maturing body. Achieving independence from family a major concern, yet may have strong identification with admired adult. Searching for self and self-identity. Beginning of occupational choice. First love experiences and going steady occur. Going to extremes, "know-it-all" attitude may be evident.	Acceptance by and conformity with others of own age important. Need unobtrusive adult guidance which is not threatening. Need opportunities to make decisions. Provision for constructive recreation. Assurance of security, being accepted by peer group. Understanding of sexual relationships and attitudes. Opportunity to make money. Boys leisure activities tend to still center on "sports," but girls generally spend more time "going places with friends," talking on telephone and other indoor activities.

Developmental Characteristics of Older Campers

Older Adolescents and Young Adults	Adults	Older Adults and Senior Citizens
Becoming independent and making it on their own. Developing skills, knowledge, and competencies to earn a living and achieve success in adult life. Continuing to learn about self. Idealistic view of adult life. Interests narrow and "specialization" in one or two areas emerge. Acquiring skills, attitudes and understanding of person of opposite sex. Choosing a mate. Formulating values and developing a philosophy of life. Choosing and entering a vocation.	Achieving satisfaction in one's vocation. Assuming social and civic responsibilities. Developing skills that are family-centered. Becoming parents and raising children to become responsible and well-adjusted. Learning to relate to parents and older adults. Testing and refining values. Learning to cope with anxiety and frustration.	Building a new relationship with grown children. Learning to relate again to one's spouse. Adjusting to declining energy and physical changes of aging. Coming to terms with one's life goals and aspirations. Developing leisure activities. Adjusting (if necessary) to reduced incomes. Adjusting to changing roles, interests and capabilities. Accepting the reality of death.

Psychosocial Needs of the Individual

To help you to better understand the campers (and perhaps yourself) the following material is made available. All human beings have the same following fundamental needs:

1. The need for *Recognition* including social approval, prestige, status and commendation, which causes the child to avoid situations which result in ridicule, scorn, or disapproval.
2. The need for *Affection* including appreciation, understanding, intimacy, and support which causes avoidance of situations where there is a lack of love and appreciation.
3. The need for *Power* including achievement, success, and mastery which results in the avoidance of situations involving frustration and a sense of failure.
4. The need for *New Experience* including novelty, adventure, excitement, thrill and change, which causes avoidance of situtions of dullness, monotony, and boredom.
5. The need for *Security* including protection, confidence, and optimism, which bring about avoidance of situations of fear, apprehension, danger, insecurity, and pessimism.

Recognizing that these are funamental psycho/social needs may help you to interpret more correctly the behavior of individuals. Certain individuals will actively attempt to satisfy these needs even at the expense of other persons. The better integrated and socially conscious person will attempt to satisfy these needs, but will recognize the rights and needs of others as well. The timid and less aggressive personality may consciously move in the opposite direction because of a feeling of inadequacy or lack of security.

STAFF PHOTOS

Sensitive network of communication eases steps into mainstreaming

A mother showed her concern about a proposed "mainstreaming" camping experience for her mildly retarded daughter when she wrote:

"She is a slowpoke. She will not enjoy any teasing from other campers or any unkind remarks about her slowness."

"But treat her normal," the mother said in disclosing that her daughter was afflicted by Down's syndrome. She cautioned also that the chi'd has a fear of heights.

In another instance, the parents of a 16-year-old boy who suffered from fused elbow joints wondered how other campers would react to their son's poor coordination. He could swim and play soccer, they said, but he would not be good at crafts.

"She is afraid of shots, afraid of the dark, and afraid of fire," a parent said of a young girl. "Sometimes she has trouble getting to know other kids. She becomes withdrawn before she has a tantrum. She seems to have difficulty perceiving social situations correctly."

The parent advised patience. "Talk it through. See if she can correct it."

In 1976, the Bureau of Education for the Handicapped published a booklet entitled "Involving Impaired, Disabled, and Handicapped Persons." The report noted that impaired, disabled, and handicapped are often used synonymously and interchangeably. A term preferred by most individuals with handicapped conditions is inconvenienced, according to the publication. Most persons with handicaps regard themselves as having to live with the inconvenience.

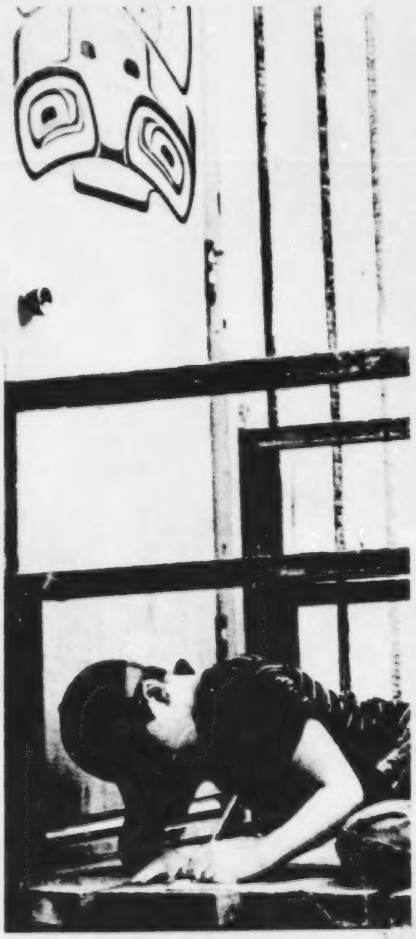
BEST COPY AVAILABLE

How do camps that want to embark on "mainstreaming" for the first time respond to these kinds of concerns (and challenges) from parents who want to provide their children with an integrated camping experience for the first time?

What about others who are affected by the decision to "mainstream"—staff who have not worked with disabled campers and are reluctant to do so; other campers; the immediate and long-range impact on the total camping program?

The Catholic Youth Organization (CYO) of the Archdiocese of Seattle (WA) responded to the critical tests with a sensitive communications network that tied together the camping program, camp staff, and parents for a common purpose. Evaluations of the first year indicate it was done with favorable results.

The Seattle CYO operates camps Don Bosco, Cabrini, Gallagher, and Nanamakee in the state of Washington. And while its principal constituencies are within the Catholic population of the diocese, the camps have traditionally accepted children without regard to religious affiliation. The CYO felt a community need to move into main-



streaming. The statement of philosophy was broadened to include this phrase: "to foster the development of Christian faith for the total community of the Archdiocese of Seattle through a year-round outdoor ministries program." The words "total community" would indicate that disabled youngsters would be encouraged to attend the CYO camps.

Mainstreaming defined

The term "mainstreaming" has taken on increased significance in recent years. Parents of handicapped children have sought educational opportunities in the same classrooms with the non-handicapped. This has not been without controversy. Opponents have raised questions as to the ability of the handicapped to keep up with other children, or whether teachers will have to spend an inordinate amount of time with some children at the expense of others.

Historically, many camps have absorbed children with disabilities into their populations, although the term mainstreaming has not been widely used to describe the practice.

Mainstreaming, the BOE said, refers to the concept of providing appropriate educational services to inconvenienced children, regardless of their level of involvement, in settings as near as traditional as possible.

This broadly parallels the CYO definition of mainstreaming offered by Ms. Jani Brokaw, director of camping for the Seattle CYO, who said, "Mainstreaming is taking campers with disabilities and integrating them into the regular camp program. A child with a disability is housed with seven other children and a counselor."

Important to the central idea was an emphasis on their abilities—not disabilities, Ms. Brokaw said.

"If a camper has strength in crafts, a strength in swimming, or some other area, we emphasize the strength and minimize the disability."

In examining the diocese camping program over the past year, the CYO concluded that youngsters with disabilities should be encouraged to attend the regular camping session as part of the outdoor ministries program. Within its own administration and with the aid of consultants, the CYO easily answered the question, "Why." Much more difficult was the second question—what does the CYO have to do to accomplish this mission well.

Although the CYO had offered an integrated program for the hearing impaired and deaf children for many years, previous experience in mainstreaming was limited primarily to a totally segregated program that served severely *handicapped from Ranier school. Lack* of funds in the Ranier budget brought an end to this program.

Facilities important

"We knew right away that none of our facilities were adequate for campers confined to wheelchairs," Ms. Brokaw said. "One of the biggest mistakes a camp can make is to accept children with disabilities that cannot be dealt with correctly. In the end, the camping experience might not be a good one."

Don Bosco, in fact, was an old government site. Buildings resembled old military barracks. There are steps—no ramps. And narrow door openings could scarcely accommodate wheelchairs.

The CYO sought professional assistance from Harrison/Hempe/McCall, a consulting firm in Ames, Iowa, and the Washington Easter Seal Society. Eventually, Bosco and Cabrini will be modified for wheelchairs, if the consulting firm's site plan is followed.

"We looked for youngsters who were mobile—kids with strong self-help skills, and kids that could relate to other people," Ms. Brokaw said.

When parents indicated they thought their children had these qualities, a more thorough screening was undertaken through a camper profile sheet. Herein another important part of the communications process took form; there was a frank disclosure of the child's difficulty and the opportunity for the camp staff to learn firsthand how to deal with it.

The profile sheet was the basis for the first contact between the camp director, or counselor, or camp nurse and the parents. A telephone call was made to each parent once the youngster had been accepted for camp. The purpose was to foster a climate of understanding that words on paper could not hope to achieve. It was in this personal communications link that efforts were made to alleviate some of the normal apprehensions a parent might experience in dealing with someone for the first time.

"They are probably the most sincere parents I have ever talked with on the phone," Ms. Brokaw said. "They want to make sure the facilities are good; and they want to make sure the staff is able to deal with the problem. They want to visit the site. They want to make sure the child sees the site before the session. They want to make sure they have the opportunity to talk with the director or counselor in advance of the session. And they want to make sure the experience in an integrated situation is a positive one in every way. Other parents do not

(continued on next page)

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normally take these precautions or the time."

The move to mainstreaming was not without some subtle resistance. While no one said, "Don't mainstream," it was not uncommon to hear, "I hope you know what you are doing."

Some staff also questioned the wisdom of the decision. They visualized a situation where a large part of their energies would be spent ministering to the handicapped in facilities not equipped for them.

In part, this communications barrier was dissolved by having professional staff attend a four-day workshop offered by the Evergreen Section of the American Camping Association. The principal speaker was Pat Dunham Ellis, consultant with Harrison/Hempe/McCall.

Moreover, in employing new camp staff, the CYO looked for persons with previous camp experience in working with the handicapped. Eventually, some 30 to 40 percent of the staff could say they had some experience before CYO employment.

The youngster takes on an important part of the communications network when he eventually faces his cabinmates with his disability.

The counselor does not participate in this face-to-face meeting unless it is necessary.

"Most of the time other kids will find out on their own what the disability is," according to Ms. Brokaw. "Kids are curious enough to ask, 'How come you talk like that or how come you walk like that?'"

The camper has faced this query before. And by now, he has the answer. If this does not work, the counselor may be called upon to smooth out the transition.

While no handicapped attended the first sessions of the summer, six to eight youngsters were registered for the remainder of the ten sessions. There did not seem to be any problem of attracting campers for the mainstreaming experience.

A brochure published on CYO camps noted, "Mentally and physically handicapped campers are placed each session. In order to make the experience an enjoyable one, special arrangements must be made prior to placement." A story in the *Northeast Progress*, a diocese newspaper, also pointed up mainstreaming. Some eight to ten calls where received each week from parents of the handicapped.

The CYO was prepared to provide some scholarships, ranging from $10 to $90 toward the full one-week tuition of $100. Most of the scholarships were for children from modest income families or where there were extenuating circumstances, such as the previous loss of a parent.

Youngsters could register for any part of the CYO program, including a horse camp. In all they could participate in swimming, rowing, hiking, backpacking, canoeing, overnights, cookouts, nature awareness, crafts, and archery.

"The program worked for us," Ms. Brokaw said. "In fact, the campers with disabilities probably came to camp better prepared than other campers because their parents were concerned and honest. We knew what to do in particular instances." By Staff Writer □

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Camper parents rank director qualifications

This is the second article in a series of reports on the work of Project STRETCH.

by Sue Stein
Coordinator of Director Education

During the summer of 1980, ACA conducted a survey of consumers (parents of both campers and prospective campers) to determine what they look for in terms of the qualifications and training possessed by the director of a camp.

Four groups were studied: Parents of youths who had already attended resident camps, parents of those who had not yet attended a resident camp, parents of handicapped children, and parents of nonhandicapped children.

As part of the survey, parents were asked to indicate the degree of importance for camp director training in each of 14 areas. For parents of the disabled, training in the handicapped was the first priority. For parents of nonhandicapped children, training in health and safety ranked first. The second through fifth priorities of the two groups for camp director education were:

Parents of handicapped

2. Qualifications for staff
3. Design of the program
4. Health and safety
5. Recruiting, training, and supervising staff

Parents of nonhandicapped

2. Recruiting, training, and supervising staff
3. Handicapped
4. Design of the program
5. Camper growth and development

The respondents were then asked to list what they would like to ask camp directors before selecting a camp for their children. The first questions asked by the parents of a handicapped child would be:

1. What experience has the director had in working with the handicapped?
2. What practical camp experience has the director had?
3. What training has the director received in school?
4. Why did the director choose this work?
5. What medical facilities are available?

Parents of nonhandicapped campers most frequently wished to ask the following questions:

1. What experience has the director had in working with children?
2. Why did he/she choose this work?
3. What medical services are available?
4. What training has the director had?
5. What is the staff/camper ratio?

In Part II of the survey, respondents were asked to rank the importance of certain camp director qualifications on a 1 (low) to 10 (high) scale. Both sets of parents rated previous experience as a camp director extremely high. Of the ten items listed, every item had a score of more than five points. For parents of the handicapped, the ten most important qualifications, in descending order, were:

1. Course work in the handicapped
2. Previous experience as a camp director
3. Camp director training
4. At least 21 years old
5. Parent meets director
6. At least 25 years old
7. Certification as a camp director
8. Course work on camping
9. Ability to mainstream campers
10. College degree

LESSON #3

Camps can set new life style

By Kenneth B. Webb

Perhaps camps don't want to; and everybody has his own idea of what the new life-style is all about, anyway. But decreasing enrollment and declining camper ages in many of our camps suggest that the traditional approach to camping is less than successful now. Therefore, it may not be amiss to reassess our service to youth to see if it speaks to the times.

What are the times? They are confused, with indications and counter indications, but adding up to a rebellious, sophisticated, sometimes cynical, but still basically idealistic youth. Besides this underlying idealism, there are a couple of youthful qualities which complicate the job: impatience and a reckless propensity to pour out the baby with the bathwater. This latter trend leads to a pretty general disregard for the wisdom of age and experience. Kids will no longer buy the old bit about how father knows best. But as a result of this filial irreverence, youngsters are prone to forget that, after all, father has been around quite a while. He did a lot of living even before his offspring came on the scene, and while his views may be prejudiced by self-interest in his filial investment, and by a lack of understanding of the new age, still, in all that experience there's bound to be something of value. Let's not dump out everything forthwith, but pour it out slowly, so as to take a look at everything before rejecting it.

What has caused this current attitude of disrespect for the past? The wonders of the new technology, which may have left father far behind? Perhaps. But also it could be a result of our old habit of being less than honest, concealing our real motives behind a smoke-screen of pious verbiage. This inclination to be less than completely straightforward has resulted over the years in discrediting the parental mores, calling into question the pronouncements of orthodox religion, casting doubt on patriotic sentiment, despising the whole money-grabbing work ethic, the rat-race of getting to the top in big business--in fact, sometimes scorning the capitalist system. As a matter of fact, the Establishment probably needs tinkering, but not outright rejection--not, at least, until some adequate substitute has been found.

Despite what would seem to be a lack of discrimination in values by youth, there is still in most young people an instinct which enables them to recognize and respect honesty. One can "level" with youth and be given a proper hearing. Objectivity, directness, and frankness still rate high with most young people; the difficulty is to convince by word and action that one is not a "phony." And there have been too many camps and camp directors like the ones Herman Woulk describes.

Specifically, what is this "new

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life-style?" In its better aspects, it is one which seeks to avoid pretense, commercial motivation, artificiality, and striving for status. Three of the major motivations of the past--money, power, prestige--make little appeal to our new generation. If the mood of youth can be thus described in negative terms, how does it sum up when expressed positively? Simplicity, above all, and honesty; love, and consequent social concern; self-sufficiency, and, often, a search for the Things of the Spirit.

Can camps which are devoted to these ideals survive? My own humble opinion is that camps which are not based on some such ideals may not make it in the leaner, more thrifty, less wasteful years ahead. This is not to imply that some camps which have gone under failed to exemplify fine ideals.

So, assuming that the new life-style has much that is good, that we have to come to terms with it, that it is, on the whole, worthy of being fostered, how can camps promote it?

From a number of years of experimentation to find out what children deeply want, what they may need in the next century, we have developed a list. By no means complete, the list is at least provocative. First, youngsters want challenge, not entertainment. They respond positively to a set-up featuring cooperation rather than competition. Above all, they cherish honesty. They are quick to ferret out any deviousness of motivation. Moved more definitely by love--a diffused love for all mankind--they are deeply concerned about real democracy, about social justice, about relieving the inequities which prejudice and self-interest have brought. In an age when television is destroying imagination, they love any idea over which a whimsical fancy has played. At a time when crowded schools and preoccupied parents force on children too many decisions ready-made, they welcome any chance for problem-solving in areas where they have been allowed to achieve some degree of competence. Finally, older children generally appreciate being made aware of the value

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system they have accepted unconsciously; many of them find important a discussion of the principles on which a value-system rests.

Camps Can Do It

Can such a big order -- challenge, cooperation, honesty, democracy, social concern, stimulus to imagination, practice in decision-making, awareness of a value-system -- can all this be done in any camp? Definitely. If one is stuck with a big camp and fancy buildings, it will be harder. But it is the spirit, the attitudes, the goals, the determination that count, not so much the setting.

If an institution is the lengthened shadow of one person, and if as George Fox said, one dedicated individual can shake the earth for 10 miles around, then one can begin where he is. He or she can set out to educate the children for the present scene and for the vastly different world of the next century in which they will largely live their lives. We can do this not by peering into any crystal ball to see what the twenty-first century will be like, but by giving children the greatest benefit of a summer camp: security in the midst of change.

Let's begin with honesty. It is a subtle thing. Watch yourself and see how often you make a statement which is not quite true, but which you regard as good for the institution or for some private goal you may have. (Here, of course, I can speak only for myself). If your campers have been encouraged to question, to voice honest doubts and suspicions, they will uncover any secret motivation and hold it up for your inspection. One has to rely on a sense of humor to stand this sort of critical

examination. With a sense of humor you can laugh at yourself. If you can, you've won the kids; they know that at times everyone tries to conceal his real motivation behind a screen of words.

With honesty you can afford to admit that a lot of whoop-dee-doo about teams and contests is an easy device for keeping the kids quiet and out of mischief. An honest approach to this worthy goal might be to discuss some need of improvement in the physical layout of the camp and then set about fixing it with the campers. If it is the type of thing requiring a degree of skill and coordination to use what may be dangerous tools--axes, saws, hammers, grubhoes, pickaxes, sickles perhaps--the job may have to be given over to the oldest group with the younger ones doing some related piece of work which they can undertake with safety and satisfaction.

Cooperation/Competition

Can cooperation be as much fun as competition? I think of a tremendous pile of brush and limbwood which just the other day a camp of 130 boys collected and heaped up beside the camp road in the traditional first Saturday afternoon all-camp game, called Transportez-le-Bois (tres exotique) or Rush the Brush. This is not dishonesty, concealment of motives, but fancy playing over a mundane necessity, that of cleaning up the camp grounds after the winter's storms. Everyone knows that the ridiculous song-and-dance put on by a couple of junior counselors at the end of the meal that Saturday noon is to whip up enthusiasm for a job that must be done. If there is not a tremendous pile of brush

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Author of many camping publications, including Light From A Thousand Campfires, *a textbook widely used in camping courses, Mr. Webb, now retired, founded Farm and Wilderness Camps, which is now operated by Farm and Wilderness Foundation, Inc., in Plymouth, Vermont.*

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LESSON #4

PROGRAMMING YOUR PROGRAM

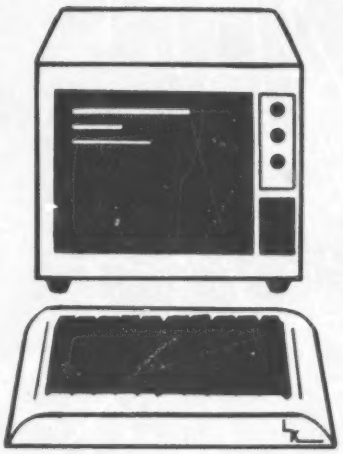
By Stu Schwartz

We think of program as everything relating to campers that goes on at camp. When looked at in terms of summer scheduling, weekly scheduling, or even daily scheduling for staff and campers, it is, if nothing else, a time-consuming, arduous task. The limitations of space (playing fields and activity areas), skill areas (instructor talents and capabilities), and time (program hours available) all point out the complexity of the modern camp program. In addition, if one wants this program to be flexible and to meet the ever-changing needs of campers and staff, the daily demands become incredible in their volume and complexity.

Now, a modern tool can be used to solve program problems and to create superb program technique. At Kamp Kohut, a private boys' camp located in Oxford, Maine, a computer has been used to develop a program for up to 200 boys and 80 staff members. This is not a projected program nor an exercise in theory involving computer possibilities—this is a working program developed over the past five years.

The computer is fed the basic structure of the camp's program. The input on campers is built around their individual choices of activities they wish to attend. The computer is told of the activities available to campers, the skill levels of the campers in certain of these activities, and the skills availability of staff. It is also informed of the number of campers various areas can accommodate. From this information, a complete camp schedule, a cabin schedule, and individual camper's schedule, and the staff's schedule can be printed, either on paper or on a screen. Variations in schedules can be made because of a person's illness, the weather, an overnight hike, or the unavailability of a ball field. The computer accepts change easily. The computer does this all quickly, using approximately ten minutes for 180 campers and 30 activities over a five-period day. Most importantly, the computer program is set up so that it can be operated by a clerk having no computer knowledge.

This process is designed, of course, to work within Kohut's system, although it is flexible enough to handle almost any other camp structure. Kohut has



180 boys, 8-15, and each camper follows a six-period day—three in the morning and three in the afternoon. The sixth period is known as an optional period and campers can take advantage of instruction in any open activity. The computer program is flexible enough to handle up to 240 campers, any number of activities, and six or fewer periods.

For most readers, computer terminology is confusing and something to be avoided. Although the technical aspects of the program are included below, the benefits of the computer scheduling process can be briefly summed up in this manner: (1) Campers determine their favorite activities offered in the camp; (2) The camp director and staff determine the skill levels of the campers in selected activities and generate a master schedule of activities based on age, skill levels, number of staff, staff-off time, and the maximum number of campers permitted in any activity; (3) This information is stored on a five-inch magnetic disk, and the option of adding, deleting, or changing this data is readily available; (4) On command, the information is processed through the computer.

Commands are typed in on a standard keyboard and output is viewed on a 12-inch television screen or a line printer. Program control will attempt to give all the campers as many of their requests as possible, starting, of course, with the highest request. For 180 campers, the process takes about ten minutes. Deleting campers from either morning or afternoon activities is possible. Once the process is completed, there are many options available for obtaining output. A master schedule of activities for all campers can be printed, with all campers in one cabin printed on a single sheet for distribution. This information can also be printed on the screen for quick referral. The number of campers scheduled for an activity and period is also available for printing, along with the age and skill level requirements for the period. It is possible to get a readout of the names of all campers scheduled for any activity, either on the screen or printer. Finally, the entire schedule may be transferred onto the disk so that it may be printed out at any chosen time in the future.

Included with the program is the facility of entering data or altering the master schedule. Commands are entered to the computer by one-character codes. It is never necessary to type more than one character to initiate any computer process. If an error is made in typing, or an illegal code is entered, the machine promptly informs the user of the error and another opportunity is given. The system is constructed to be used by someone with no computer experience. The program is designed to work for either boys' or girls' camps or coed camps and types of activities are inconsequential to the running of the program. Most importantly, the program is designed to take the fear of computers away from the user.

Besides scheduling, the computer can be used for many day-to-day operations of the camp director. Software is available at very inexpensive prices to handle many bookkeeping jobs. The computer never gets tired and is extremely reliable.

In summary, in our experience computer scheduling for individual programming has been a great leap forward. It has taken a five-hour process and squeezed it into 15 minutes, with the machine doing all the work.

The material that follows is designed to give interested persons more specific, technical information on setting up and using the computer for scheduling camp programs.

Technical information

In order to use the scheduling system, a certain amount of hardware is necessary. The first item is a microcomputer, like the TRS 80, with TV screen. A piece of equipment known as an expansion interface is required so that extra memory, the line printer, and the all-important disk drives can be supported. The computer, which uses basic language, is all solid-state; repair time, if needed, is minimal. It is a very reliable machine, and is small enough to be placed on a table or desk and requires no special environment. The cost of the hardware is roughly $4,000 and does not include the price of the scheduling-system software. Of course, the computer can also be used for inventory, personal finance, accounts payable and receivable, mailing labels, games, and as a teaching tool for campers.

To begin the scheduling process, it is necessary to have a form available for campers to complete. This form is filled out before the camp season and can be changed anytime during the summer. See right for the form used at Kohut. On the top, the camper writes his name and the cabin where he lives. On the left side, all activities available at camp are listed along with a code number. The camper examines the activities and lists his 12 favorite activities. Under Kohut's system, swimming and tennis are not included as they are scheduled according to a specific rotation. Once selected, these activities must be ordered from most- to least-wanted by the camper. Next to each activity the appropriate code number is written in. That concludes the camper's responsibility.

The camp director or staff must fill in some data about the camper. The age grouping of the camper is placed on the appropriate space on the form. This is a number between one and four. The youngest boys are "ones" and the oldest boys are "fours." The cabin number also is noted. This insures that the schedules of all boys living in the same cabin will print out the same computer sheet. Finally, the camper's skill level for four activities is recorded. Baseball and soccer are considered special activities and the skill level represents the camper's abilities in those sports. This number insures that all boys with the same skill level will be scheduled together for baseball or soccer. The same procedure is followed with tennis and swimming. At Kohut, all boys have their own swimming and tennis instructors. It is important that all boys with the same instructor be scheduled together.

The heart of the TRS system is the five-inch magnetic disk, a device designed for mass storage of data. The data for the camper's form below is coded thusly:

JOHN DOE 2 022226102309060127201805 06 2237

This data is typed into the computer via the keyboard, and the information is stored on the disk. It remains there until changed. This data can be used to run one schedule, two schedules, or a hundred schedules. So, after the work done before a schedule is run, there is little remaining to do. This is a prime reason that computer scheduling is so appealing: data is typed in once and then can be used over and over again.

The program director must now decide on a master schedule. There are five periods to schedule in a day. He must decide what activities will be offered for what age groups during what periods. For example, the following schedule for basketball might be used:

Maximum number	Period	Age group
5	1	1
10	2	4
7	3	2
5	4	3
Counselor off	5	Counselor off

(continued on next page)

COMPUTER SCHEDULING FORM
INDIVIDUAL PREFERENCE DAY

NAME *John Doe* AGE *10* CABIN *Exeter*

All computers need instructions to work. Please read the following instructions before selecting activities. REMEMBER, while fun is the key, try to include in your choices those activities that you would like to learn or improve in, also.

NOTE - TENNIS AND SWIM INSTRUCTION HAVE BEEN OMITTED AS THEY WILL BE SCHEDULED IN BUNK ROTATION.

STEP 1

Examine the following list of activities.

01 Archery	15 Kayaking
02 Baseball	16 Photo
03 Basketball	17 Frisbee Golf
04 Canoeing	18 Skiing
05 Nature	19 Riflery
06 Crafts	20 Soccer
07 Fishing	21 Music
08 Football	22 Sailing
09 Golf	23 Volleyball
10 Hockey	24 Theatre
11 Jogging	25 Track
12 Ping pong	26 Scuba
13 Judo	27 Radio
14 Paddle Tennis	

STEP 2

Choose 12 of your favorite activities and list them in order from most liked to least liked. Place the two-digit number in the box to the right.

1. *Baseball*	02
2. *Sailing*	22
3. *Scuba*	26
4. *Hockey*	10
5. *Volleyball*	23
6. *Golf*	09
7. *Crafts*	06
8. *Archery*	01
9. *Radio*	27
10. *Soccer*	20
11. *Skiing*	18
12. *Nature*	05

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2	06	2	2	3	7
age group	cabin number	baseball	soccer	swimming	tennis

Stu Schwartz has been program director for Kamp Kohut in Oxford, Maine, for the past five summers. He teaches computer science and mathematics at Wissahickon Senior High School in Ambler, PA.

It is possible to have any combination of age groups scheduled together. The maximum number of campers that an activity can handle per period must also be determined. Continuing with basketball, only five of the youngest campers might be scheduled per period while the maximum number for older campers might be ten. Putting together a master schedule is most important, as enough activities must be made available for each age group for each period. Using the keyboard, the master schedule is also placed onto the disk, and it, too, stays there until changed. The preliminary work is completed. It's time for the computer to go to work.

As a camp director, program director, or even secretary, you now wish to run a schedule. You insert the disk into the disk drive, turn the computer on, type in a short command, and instructions flash onto the small television screen. The controlling factor of the camp scheduling program is the "MENU." The menu is simply a set of instructions that you may order the computer to execute.

These options are executed with single-letter commands. For example, pressing "R" on the keyboard will activate option "R," which runs the schedule and takes about ten minutes to execute. Option "A" allows you to add or delete campers from the data file, and option "C" allows you to change any data on a camper. Once a schedule is completed, it may be printed out on the screen or on the printer. A complete camp schedule can be printed in addition to an individual camper's schedule or a master staff schedule. It is even possible to place the entire schedule onto the disk so that it may be printed out a day or a year later.

All in all, once a master schedule of activities is devised, it is possible to load the data, run a schedule, and get the results within 30 minutes. It will be accurate and will reflect the desires of the campers and the staff. A manual process yielding the same results would take hours of work by several staff members. Most importantly, the system can be operated by someone having no computer experience. A short session using the 15-page manual will usually suffice for the non-computer-oriented user.□

Staff Training

by Mary Faeth Chenery

Dr. Mary Faeth Chenery served as guest editor in the preparation of the portion of this month's Camping Magazine that deals with staff training. An associate camp director during the summer in New Hampshire and a member of the faculty at Indiana University at Bloomington, she wrote the introduction that follows on staff training.

The training program for camp staff is a continuous process. It begins with recruitment letters and interviews, continues through pre-camp training, staff meetings, in-service training and staff supervision, and winds up with evaluations and follow-up letters to staff.

Perhaps the greatest impact of the training process on staff is made during the pre-camp training period. Thus, it is essential that the camp director plan a dynamic and effective pre-camp training program.

The articles that follow in this issue focus on important aspects of camper and staff development. Some of the ideas offered in these articles might be integrated into the training program through reading assigned before camp, through discussions at camp, or through new approaches to staff supervision used by the director during the summer.

Contents of a pre-camp staff training program

Despite the tremendous variety in camps, there is some commonality in the topics which are, and should be, covered in a pre-camp training program. The process for delivering the content will vary and will be discussed shortly. The topics generally covered are listed below:

1. Making staff feel at home and prepared in this camp, with this staff:

   Philosophy and history of the camp*
   Program explanation and schedule (broad)*
   Policies and procedures*
   —Personnel policies
   —Camper rules
   —Conservation, environmental procedures
   Health, safety, and emergency procedures*
   —First aid & CPR training
   —Swimming & canoeing skills assessment
   —Emergency procedures
   —Health practices
   —Safety rules
   Tours for knowledge of camp facilities equipment and programs
   Group activities
   —Building staff unity
   —Integration of new and old staff

2. Preparing staff for the campers:

   Characteristics of the campers*
   Planning the schedule (specifics)
   —First day's welcome
   Preparing cabin and activity facilities and materials
   Camp songs and traditions
   Environmental awareness, nature knowledge*
   Planning rainy day and evening activities*
   Counseling techniques*
   Teaching techniques*
   Problem-solving techniques*
   Evaluation methods*
   Campcraft and outdoor living skills

3. Preparing staff for their own goals

   Setting personal goals
   Planning to accomplish personal goals
   Suggestions for use of free time and time off*
   Free time for relaxation, recreation

**Topics that could be covered in the camp's staff manual, though discussion may be warranted in addition to reading.*

Process of the pre-camp staff training program

How the director conducts the pre-camp training program is in part a matter of personal style and in part a matter of what the director believes will be effective and efficient means of conveying the needed content. Some of the topics can be dealt with by inclusion of the information in written form in the staff manual. Other topics will require discussion; still others, practice.

Possibly most important is the atmosphere that is created by the director during staff training. The director should set patterns for the staff during pre-camp that he or she wants the staff to set for the campers. For example, if the director wants staff to encourage creativity in campers, then he or she should structure opportunities during pre-camp for the staff to be creative. If the director expects staff to allow campers to participate in decision-making or planning, then the director should model that participation with staff during pre-camp.

An atmosphere of respect, comraderie, creativity, dedication, surprise, fantasy, play, relaxation, and fun during pre-camp staff training will provide a model and a stimulus for those experiences during camp. Such an atmosphere should enhance the energy, attention, commitment, and skill development of staff during pre-camp training. The well-prepared and energetic staff is the foundation for a successful season. □

by Robin L. Rose

Staff development aids recruitment and retention

The recruitment and retention of quality staff is a primary concern of camp directors. There are no easy solutions or "quick fixes" that will guarantee quality staff year after year. However, the use of a well-articulated staff development program may help to attract and retain qualified individuals. A camp that provides staff with a well-planned precamp orientation program and continues to stimulate and support their personal and professional growth throughout the summer may have fewer staffing problems.

This article will illustrate the staff development process by focusing on two aspects of the staff development program at Camp Gwynn Valley in Brevard, N.C. These aspects are the system for evaluation and supervision, and some specific techniques used for facilitating communication among all members of the camp community.

Development of evaluation/ supervisory system

From personal experiences most people would agree that how they feel about their job and how they behave in a work environment are largely determined by the quality of supervision they receive. Most people prefer to know the goals of the organization and the expectations of the employer. Many also hope that their employer is concerned about their personal and professional growth as well as their job performance. Believing in all of the above, the directors and head counselor of Gwynn Valley set out to develop an evaluation/supervision system that would clarify the values and expectations of the camp and enhance the personal and professional growth of each staff member. A description of how this system was created and some guidelines for implementation follow.

Camp's goals/values as a basis for evaluation/supervision

Step One: Clarified Values

In order to develop a meaningful system of supervision, the leadership needed to reflect on the values/goals of the camp. We asked ourselves the following questions:

1. "What kind of environment do we want our staff to create with/for our campers?"
2. "What kinds of competencies, attitudes, and personal qualities are we expecting the staff to exhibit?"

Step Two: Defined Areas of Concern

As an outgrowth of step one we were able to articulate five major areas of concern that reflected our values. Performance in each of these areas served as our basis for evaluation/supervision.

1. Relationship with individual children
2. Ability to work with children in groups
3. Competence in program areas
4. Staff relationships
5. Personal qualities

Step Three: Clarification of expectations

Although we wanted to avoid developing a rule book, it seemed necessary to indicate specific behaviors and attitudes that were desired as well as those which were discouraged in each of the five areas of concern. Specific behavioral guidelines helped to clarify our expectations and values for the staff.

Personal goals as a basis for evaluation/ supervision

We believe that in order to attract and retain quality staff we need to provide support and stimulation for their personal and professional development. Therefore, as part of our evaluation/ supervision process, each counselor was expected to set three personal goals. Feedback and evaluation throughout the summer were based on two components: performance in relation to the camp's goals and performance in relation to the personal goals of each counselor. Personal goals were included in evaluation/supervision for three reasons:

1. When any of us enters a new situation we have expectations regarding what we will learn, and how we will change. We have personal reasons for entering that situation, and those reasons (goals) affect our performance. If we can make some of these public then three things can happen: others understand our behavior more fully; others can support us and hold us accountable for progress toward these goals; and feedback from supervisors can be more personally useful.
2. By developing a supervisory style that respects the individuality of each counselor and at the same time holds him/her accountable for behaving within certain parameters (meeting the camp's expectations), we are modeling what we expect of counselors in their interactions with the children. We expect counselors to respect the individuality of each child, and yet hold each child accountable for behaving within certain parameters. Thus, we demonstrate for the staff a healthy balance between respect for individualism and the importance of social or community responsibility.
3. If we hope to retain quality staff from year to year we must make every effort to insure that their camp experience is challenging and personally meaningful. By providing staff with supervision aimed at maximizing their personal and professional growth we have a better chance of retaining individuals who are committed to the camping profession.

Process of evaluation/supervision

At the end of orientation each counselor set his/her goals and shared these with his/her cabinmate and with the head counselor. Throughout the summer these goals and the expectations of the camp served as the basis for feedback and evaluation from the head counselor and from the directors. Formal feedback sessions with each staff member were conducted by the head counselor at the middle and the end of the summer.

Although we have no objective data indicating that this process guarantees greater retention, we believe that the long-term effects may be in that direction. Certainly this type of supervision enhanced the performance of our staff.

Techniques for facilitating staff communication

A second notable aspect of our program is our emphasis on the development of staff communication skills. In any human services profession, the need for effective communication skills is high. In a camp community we see this on several levels: director to staff, staff to staff, staff to children. We have all observed the devastating effects of a "communication gap": information is not shared, feelings are hurt, planning is haphazard. In short, the quality of life at camp is adversely affected when communication is adequate. At Gwynn Valley, we have experimented with several ways to enhance our communication.

During precamp orientation and throughout the summer, several sessions on effective listening skills, confrontation skills, and the affective experiences of children and adults were conducted by individuals trained in these areas. In addition to providing large group skill-building sessions, we saw a need to focus additional efforts on the communication between cabinmates (co-counselors). In a residential camp there seems to be a high correlation between the level of co-counselor communication and the quality of life for campers in a cabin. Although we constantly stress this to our staff, typically co-counselors avoid sharing their thoughts and feelings with each other.

In an effort to facilitate sharing, the author developed two structured communication exercises: TASK (Teammate Action and Survival Kit) I and TASK II. All cabin teams were required to complete the appropriate exercise verbally the night before campers arrived at the beginning of a new session. The entire staff met in the lodge or in an open area on the grounds to work in pairs. Having everyone work within sight of each other helped to create an atmosphere of seriousness and commitment to the task. The exercise took approximately one hour to complete.

TASK I is an exercise designed for individuals who have *not* worked together before. The exercise follows:

Task I

PART I

In the next five to ten minutes tell your teammate about yourself. You may want to include such topics as where you are from, what you do during the school year, what your educational/professional goals are, and why you came to camp. Try to listen carefully and learn as much as you can about each other.

PART II

When most people enter a new situation with new roles and responsibilities, typically they have expectations, hopes, and fears about what might happen. For the next few minutes we would like you to share some of your goals, needs, and expectations with each other. Please take some time to reflect on the questions and then verbally share with each other.

1. Three personal strengths I have in working with children are _____.
2. Two skills (in working with children) that I would like to develop here are _____.
3. My goals for this session are _____.
4. In order to reach these goals I will do _____.
5. In order to reach these goals I need from you _____.
6. Three things I'm excited about are _____.
7. Three things I'm concerned about are _____.

PART III

Two things which in the past have been important in building a successful cabin team are 1) planning and 2) team support when you are faced with difficult situations. In these two areas open and direct communication between you is vital. Take a few minutes to consider the following questions and discover something about yourself and your teammate.

1. When a child misbehaves I _____.
2. The hardest situation for me to deal with is _____.
3. When this happens I need from you _____.
4. Three words that I hope will characterize our cabin are _____.
5. When we have a disagreement about what is happening in the cabin, I hope we will _____.
6. Some ideas I have for opening day are _____.
7. Some ideas I have for the session are _____.

As you can see, this exercise helps counselors to share their personal goals, identify strengths and weaknesses, anticipate problems and do some preliminary planning for the upcoming session.

TASK II is for counselors who *have* worked together previously and is designed to help cabin teams reflect on past experiences and plan how they would like to work together in the next session.

Task II

PART I

Although by now you may think that your teammate knows you fairly well, certainly there are some things about you that she/he doesn't know. Take a few moments to share with your co-counselor something important about you that they don't already know.

In the next two parts of this exercise we would like to share with each other your thoughts and feelings about last session, your goals as you see them now, feedback regarding how you worked together, and your ideas for the next session. Listen carefully to each other and try to discover as much as you can about yourself and your teammate.

PART II

1. Three things I learned last session are _____.
2. Three things that frustrate me about this job are _____.
3. With regard to the goals I set last session I feel _____.
4. You helped me achieve my goals by _____.
5. One thing I'd like you to help me more with is _____.

Let your teammate respond to what you have shared. Have they understood you? How able/willing are they to help you with these goals?

6. My goals for this session are _____.
7. In order to keep myself motivated and excited about this job, I need _____.

PART III

1. Three things that I thought we did well together and I would like to continue are _____.
2. Three things that I would like to do differently are _____.
3. My specific ideas with regard to these changes are _____.

Let your teammate respond to your ideas. Take a few minutes to clarify what you have said and generate some creative strategies.

4. Some ideas I have for opening day are _____.
5. Some ideas I have for this session are _____.

Again, this exercise is a good beginning, but it is only a beginning. You now have a chance to start again, to change your style as a team if you want, to strengthen the skills you have individually and collectively. It is important to continue sharing your joys, frustrations, ideas, plans, and goals. We have great confidence in you both!

Although we have no quantifiable data to support this approach, the reaction of the staff to the exercises was enthusiastic. Many remarked that the structure of the exercise enabled them to share perceptions and feelings that typically they would not have shared.

There are many ways to improve and encourage intra-staff communication and this is only one technique. The method is not nearly as important as the end goal. Improved intra-staff communication at all levels is a prerequisite for quality camp experiences.

The evaluation system and communication exercises described in this article are only two aspects of a comprehensive staff development program. There are many ways to approach the problems of staff recruitment and retention, but we believe that a well planned, comprehensive staff development program may help you to attract and retain highly qualified individuals.□

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The promotional aspect of camp marketing

by Dwight Jewson

Following what is now a well-established approach in business, an increasingly apparent trend in social services is the adoption of a marketing stance toward delivery of the "human service product," whether in a hospital, a university or a camp. In the case of the camp, this means considering the camp itself as a product which is marketed to consumers who are children, adolescents, and their parents.

In this view, the camp competes with other products being marketed to youth such as television, sporting teams, school programs, parental vacations, as well as other camps. The message or advertisement for the camp thus must be addressed to a specific market or markets, which means that the camp has identified who its efforts are directed toward or who are the most likely campers for this camp.

That message exists in the context of many other messages or advertisements for alternatives for the summer and thus must communicate directly with the needs and concerns of the market segment towards whom it is directed. Broadly viewed, marketing for the camp would include consideration of staff recruitment, relations with parents, relations with the community and promotion. This article will focus on the promotional aspect.

This marketing approach is feared or rejected by many in camping who see it as dehumanizing or in conflict with the values which are the reason for the existence of the camp in the first place. After all, children and youth are not consumers in the business sense, and camp is important for many non-materialistic values and as a valuable asset for youth and families.

Other camping professionals, however, argue that camps must adapt to (not necessarily adopt) the competitive environment they exist within by utilizing a business-like approach to promotion and management. Moreover, these professionals argue that a camp must remain not only solvent, but financially viable if it is to continue to serve youth and families. These camping professionals may wear the "hat" of VP-marketing for their camp. In this role, there are several pragmatic research-related steps the camp director can take. This article concentrates on approaches a camp can realistically take.

Market identification

Any given camp does not appeal or cater to "all youth between the ages of___and___." Within this population exist many different market segments. A given camp may appeal to more than one market segment. It may attract both wealthy girls from a suburban community and street-wise boys from a more urban area.

Moreover, a camp might appeal to some youth who saw it as a place where "everybody goes," another segment who saw it as "a place for sporting," and yet another group who come "to get away from the family and do things on their own." Additionally, camp fees vary widely; some camps are out of reach financially for some youth.

The emphasis here is not as much on "typing" of youth as it is on gaining a clear identification of who the camp is serving, why they might choose or not choose this camp, and thus to whom the message regarding the camp must be communicated. It is possible that the needs and concerns of youth (and parents) vary widely and a single communications strategy may alienate many potential campers while appealing to others for whom the camp is not appropriate.

Who are we serving?

Market segmentation for the camp can be facilitated by several methods. A first step is a meeting of the director, staff, and board to discuss camp philosophy in terms of who the camp wants to serve. Another step can be an examination of past attendance identifying where campers come from—which parts of cities or areas, noting changes and concentrations over the period of the last three to five years. This can be very revealing in highlighting geographic areas which have high potential and deserve concerted effort during a promotional period. Additionally, examination of a "How did you hear about the camp?" question on an application or registration form can be undertaken.

Yet another step here could be a review of census data for a given community or area which will highlight numbers of youth between different ages giving an idea of the potential market for the services of the camp. Such information is available from the nearest public library or library of the Department of Commerce.

Talking to campers and parents

On the basis of both a geographical review of where campers come from, where youth live, and the philosophy of the camp, another step in market identification can be taken. This involves conducting what are called Focus Group Interviews (FGIs) which are group discussions held with eight to 10 people and could be facilitated or moderated by either the camp director or an individual on the camp staff.

Such discussions last from one to one and one-half hours and are used for exploring how people think about a given product or service, in this case a camp. Participants for such discussions can be recruited through contacts with schools, churches, organizations or through campers, camp staff or families. A series of such discussions could be held with the following groups:

—Involved, enthusiastic campers.

Promotional aspect, continued

—Potential campers who did not register for camp.
—Campers from previous summers who do not return.
—Other groups whom the camp may be interested in.
—Parents of camp age youth.
—Youth who do not attend camp.

The format for all these group discussions can be quite similar. The discussion begins with a consideration of what youth do with their summers, thus allowing for a perspective of camp in the context of other competing activities.

A discussion of camps in general can follow, allowing insight into perceptions of camps in general, its image and value as seen by youth. Finally, a specific discussion of the camp in question can examine why youth do or do not attend camp, how they see this camp in the context of other camps and activities, and what their concerns and needs relative to camp attendance are. The discussion can end with a review of camp promotional material which will be discussed later in this article.

This process brings the camping professional in very close contact with youth from their perspective. By conducting such group discussions with a variety of youth, the director can gain considerable understanding of whom the camp is appealing to and why it is appealing. In other words, the camp can gain insight into what its market is.

This information could be used as the basis for a questionnaire administered by telephone or in person. Properly handled, this could be a valuable tool for camps, but it is costly and more complicated, necessitating considerable skill.

Effective communication and promotion

Having identified to whom the camp is directing its efforts, a very large step in communication has been taken-we know to whom we are talking and what their concerns are. It is now incumbent to the camping professional that the camp's communications strategy and message are actually communicating what they are meant to communicate.

All too often, the director simply assumes the camp's message communicates effectively, an assumption that may be very much in error. Is the camp message talking to the needs, concerns, and values of the youth to whom it is directed? What are youth hearing and understanding in the camp message? How can youth be most effectively communicated with?

Feedback in this regard can be ascertained through exposing youth (or parents) to the camp promotional material at the close of the Focus Group Interviews discussed earlier. Such material, whether brochures, slide presentations, or movies, can be shown to the various groups in question and evaluated in terms of the response it receives, what is seen, what the message was, what is liked, what is disliked, and how it might be modified. Such a format also offers the camping professional the opportunity to try out other communications ideas he or she might have before they are implemented.

Implementing a marketing program

Having identified the market segments for the camp and examined the communications strategy of the camp in terms of the needs and concerns of potential campers, the camp has gone a very long way towards developing an effective marketing strategy. The final step which remains is implementation. Camps today use everything from full-time promotion personnel to advertising to telephone usage and mailings in implementing their promotional programs.

A camp which knows to whom these efforts should be directed, how to communicate effectively through both message content and type of communication, and energetically gets that message across is a camp with a complete marketing strategy. In the conviction of many, it is also a camp which truly values the services it provides and wants them to be utilized to the fullest. □

LESSON =8

Research

William M. Hammerman, Editor

Research/Evaluation of your camp program— It doesn't have to be painful

Since the initiation of this column over one year ago, the organized camping community has gradually shown an increased interest in research and/or evaluation studies. One example of this interest is the attendance at the research sessions scheduled at past national conventions. Another example is the publication of articles that describe recent attempts to evaluate some aspect of a camp's operation.

Camping is not the only endeavor that has renewed its concern over the need to substantiate the claims of success and benefits for its programs. Two other national organizations have recently initiated task groups to organize a research/evaluation thrust for the 1980s. Growing out of a fifty-member working group conference, as part of the 1980 Conference of the National Association for Environmental Education, a plan of operation for a National Environmental/Energy Education Research/Development Assessment for Community Action (NE/EER/DACA) was drafted. The second organization, the National Council on Outdoor Education (a group affiliated with the American Alliance for Health, Physical Education, Recreation, and Dance), established a Research Task Force.

In a project overview statement, Dr. Frederick Staley, Director of the Council's Research Task Force, states regarding the status of research/evaluation in outdoor-environmental education:

> In the last 20 years we have also done a good job attempting to provide evaluations of on-going outdoor-environmental programs to help decision makers improve this type of education process. Unfortunately, we have not been quite as successful in determining through research/evaluation what it is about outdoor-environmental programs that contributes to the growth and development of the whole person's intellect, body, and spirit.
>
> One of the reasons for our lack of success with the research/evaluation components of our programs may be that we have been ill-trained in the use and understanding of appropriate research/evaluation methodologies. Traditionally, outdoor-environmental educators have been stronger with the people-oriented phases of program development and implementation and not with the research/evaluation components that deal with mathematics and statistics.
>
> A second reason for our difficulties with research/evaluation may be that many of the decision makers and funding sources have wrongly believed in the superiority of quantitative, empirical research methods over qualitative, nonexperimental evaluation methods.

Similar statements might be made in reference to camping research/evaluation. In spite of these organizational efforts on the national level, there is a contribution that the individual camp director and his staff can make to the research/evaluation area on the local level—that is "do-it-yourself" studies, sometimes labeled "roll your own" or "action research."

Now is the time of year for a director to identify those areas that he/she might wish to evaluate during the 1981 season. Step one is to list questions about the impact or benefit of one's camp staff and program on the campers. For example:

1. What specific kinds of behaviors change in children as a result of a camping experience?
2. Do the attitudes and values of children change as a result of a camping experience? If so, which ones?
3. How does the behavior and attitude of a camp director influence the leadership attitudes of his staff? Does this, in turn, affect the quality of the program? If so, how?
4. What kinds of staff precamp training experiences make a significant difference in the job performance of program staff?
5. Which leadership styles, on the part of staff, are most successful in achieving the desired goals and objectives of the various program areas? Can these "more successful" styles be taught to other staff? How?

The next step is to formulate tentative hypotheses with respect to the questions raised. These "educated guesses" help to narrow the problem and to focus on its key elements. They also aid in the identification of what data to collect and which study instruments/techniques to use. There are many sources that a camp director might draw upon to aid in this process. In addition to the suggested readings, help might be provided by members of one's staff (graduate students) or faculty members at a nearby university who are seeking potential research situations for their students.

After the hypotheses have been generated, the research/evaluation procedure is designed. This step might follow the traditional quantitative/empirical research methodology or, as suggested earlier, an approach that is less traditional, utilizing nonexperimental and qualitative procedures. In either case, the research design should be completed prior to the commencement of the camp season. This plan of action should include:

a) Methods to be employed
b) Actual tools to be used
c) Timetable for evaluation
d) Who will participate in the evaluation task
e) How results will be utilized

The data are collected, as prescribed in the design, during the camp season and analyzed later. For purposes of documentation it is important to maintain records of both changes in camper's responses and the procedures/instruments used. Learning how to conduct a sound evaluation of your camp program is similar to the learning of various skills at camp. One's level of proficiency increases as he/she repeats the process. The professional camp director of the 1980s is one who will utilize research and evaluation procedures continually in all aspects of his camp operation. The program area is but one dimension. □

Suggested Readings

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This month's column was written by the editor of the Research column, Dr. William M. Hammerman, professor of education and coordinator of ECO education programs at San Francisco State University and president of the Institute for Environmental Camping and Outdoor Education.